

**Teacher:** Mr. Brown

**Office Location:** Room 112

**Office Hours:** 9:30-10:50 (Gold) 12:25-1:45 (Blue)

**E-mail:** [tyler.brown1@maine.edu](mailto:tyler.brown1@maine.edu)

## Summary of Unit

By the end of this unit you will become filmmakers in charge of shedding light on how industrialization has affected a local community. You will be communicating your message to lobbyists who will decide whether or not to help raise awareness of this issue. You will decide what societal issue to cover based on discussions of topics we have already covered throughout the course of the unit. You will also be given the option of researching their own societal issue as long as the topic is cleared with me first. Leading up to this major assignment, we will participate in many lessons to develop your understanding of industrialization and its effect on local communities. These lessons will include illustrating world maps, producing examples of what effects CO2 levels, comparing sea-levels during pre-industrial and post-industrial Earth, creating media that considers how refugees impact cultural changes in the environment they move to, and creating media-rich presentations about how geographic processes might affect far-reaching communities.

## Establish Goals

Maine Learning Results

Content Area: Social Studies

Standard: D. Geography

Standard: D1 Geographic Knowledge, concepts, themes, and patterns

Grade Level Span: 9-Diploma

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

## Students will understand that

- geographic processes in local communities may have global impacts.
- the study of geography helps to better predict consequences of human interaction at the local,

state, national, and global level.

- societal changes impact the physical and cultural environment.

## Essential Questions

- How might geographic processes in the Sahara affect ocean communities in the Caribbean?
- How have humans contributed to the rise in CO<sub>2</sub> levels over the past 5,000 years?
- Why do societal changes impact the physical and cultural environment?

## Students will know

- Key Terms

tributaries, elevation, culture, society, climate, latitude, longitude, tectonic plates, nations, bodies of water, mountain ranges, political map, physical map, CO<sub>2</sub>, flooding, pollution, o-zone.

- Key Concepts

Climate change, country/capital info, map interpretation, geographical evolution, rising sea-levels,

- Key Events

Political border reformation, historical geography, social/cultural change, industrialization,

## Students will be able to

- describe environmental effects of societal changes
- illustrate political and physical world maps
- compare sea-levels of pre-industrial and post-industrial earth
- produce examples of what affects CO<sub>2</sub> levels
- consider how refugees impact cultural changes in the environment they migrate to
- be aware of geographic processes and their effect on far-reaching communities

## Performance Task Overview

- will be added after final version of stage 2 is complete

## Expectations

**Absences:**

**Plagiarism:**

**Assignments:**

**Classroom Expectations:**

## **Benchmarks**

- **I-Movie:** Produce a video of how industrialization has negatively effected a local community
- **Google Earth/Draw Tool:** Draw maps of different regions that include political and physical features
- **Google Docs:** Research report on how rising sea levels has affected a local community since industrialization
- **Glogster:** Create a interactive poster about how to counter-act rising CO2 levels
- **Comic Life:** Create a comic life about the impact of Somalian migration to areas in Maine like Lewiston and Portland
- **Presi:** Be aware of geographic processes and their effect on far-reaching communities.

## **Grading Scale**

A (93 -100), A- (90 - 92), B+ (87 - 89), B (83 - 86), B- (80 - 82), C+(77 - 79), C (73-76), C- (70 - 72), D+(67 - 69), D (63 - 66), D- (60 - 62), F (0 - 59). A grade of a C- is required for each individual course in the Block. Your grade for the Block will be the average of the four grades you earn from each individual course of the Block.